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# Guidance with mandated young people: motivation and resistance

Conference for Educational and Vocational  
Counsellors

Nyborg May 2011

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# Guidance with mandated young people: some ideas

- ▶ The challenge of mandated clients: the “fight or flight” response
- ▶ To link motivation with behaviour change
- ▶ To introduce some aspects of the motivational interviewing model
- ▶ To discuss the need for a repertoire of responses and tactics appropriate to the student’s situation

# Motivation [**moti váysh'n**] (plural motivations)

- **1. giving of a reason to act:** the act of giving somebody a reason or incentive to do something
- **2. enthusiasm:** a feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling
- **3. reason:** a reason for doing something or behaving in some way
- **4. Psychology: forces determining behaviour:** the biological, emotional, cognitive, or social forces that activate and direct behaviour

# Self Determination

Unmotivated



Extrinsic

(responsive to outside influences or sanctions)



Intrinsic

(responsive to internal reasons and wishes)

Where behaviour change is intrinsic, more likely to be longer lasting. This links directly with Motivational Interviewing principles

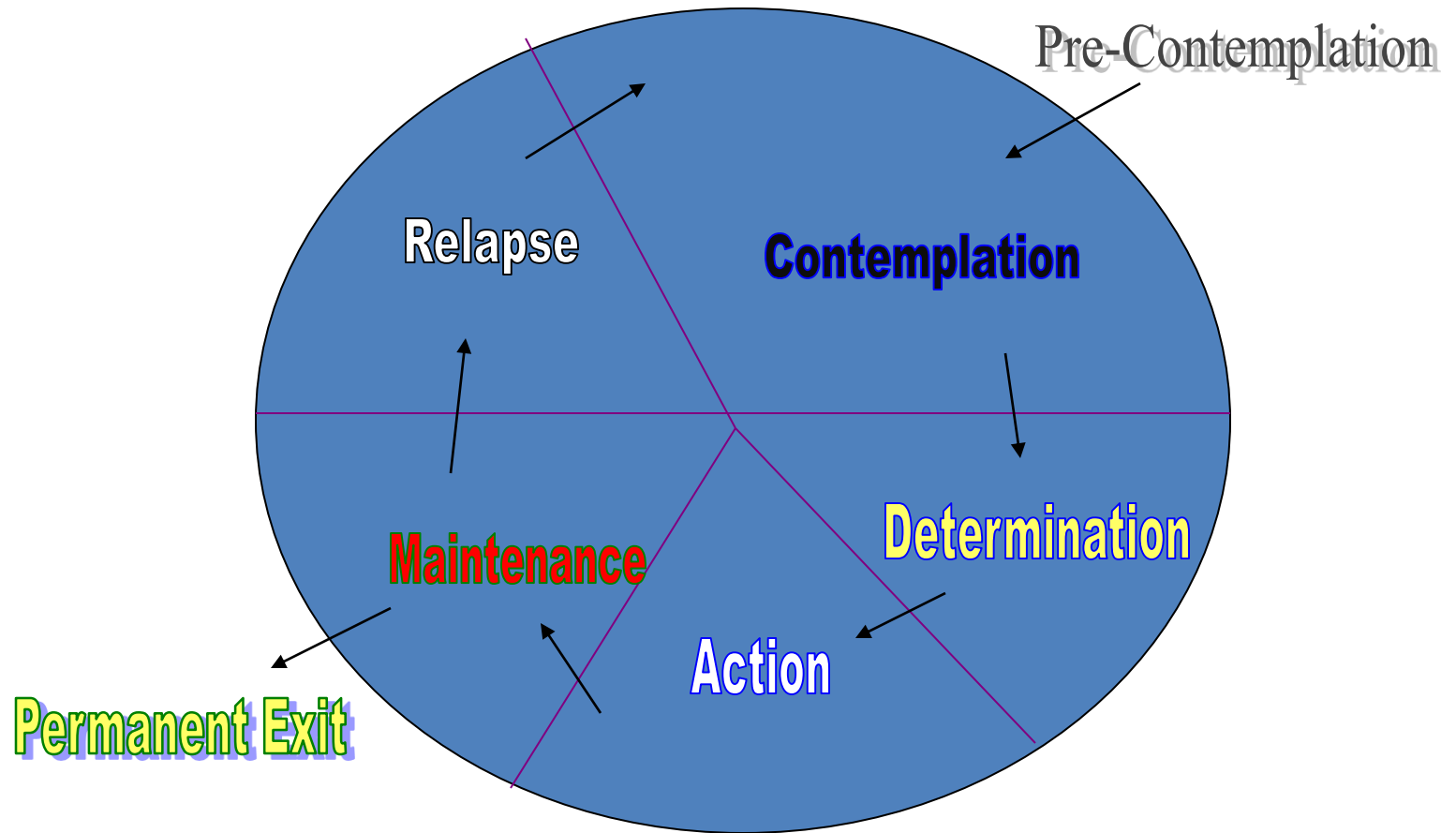
# Motivation and our clients

- ▶ Can be problematic to categorise people as intrinsically “Motivated” or “Unmotivated”
- ▶ Useful to view motivation as a state of readiness to take action – which will vary from one time to another
- ▶ The way we relate to an individual really affects the outcome: there can be significant changes even with students appearing “unmotivated”
- ▶ “Resistance” is a value loaded term

# Assessing motivation

- ▶ Helpful to identify at what stage the person is at with regard to readiness to change
- ▶ Prochaska and DiClemente- researchers who have described a series of stages through which people pass in the course of managing a problem
- ▶ “The Wheel of Change”

# Stages of Change





# Wheel of Change: Implications

- ▶ It is a circle: common for people to move round several times
- ▶ Provides windows of opportunity where advisers can have significant influence
- ▶ Different skills needed at different stages of the wheel of change

# Pre-contemplation stage

- ▶ The student not yet thinking about the possibility of change
- ▶ May report: “I haven’t got a problem”
- ▶ May express surprise there's anything to discuss
- ▶ May be defensive pre-contemplators: “I’m only here because they force me to come here”
- ▶ May have been referred by other people
- ▶ May be simply reluctant, or rebellious, or resigned or rationalising

# Contemplation Stage

- ▶ Some Awareness of the Problem
- ▶ Characterised by “Ambivalence”
- ▶ Both considers change and rejects it
- ▶ Moves between reasons to change and reasons not to change

# Determination Stage

Where the balance tips towards intention to act

- ▶ “I can’t go on like this”
- ▶ “What can I do?”
- ▶ “How can I change this?”
- ▶ “I’ve got to do something about this”

# Action Stage

## The “*Doing*” Stage

- ▶ What most people think of as advice and guidance:
- ▶ The search for strategies to help the person bring about a change
- ▶ Helping the student to identify options and supporting them in reaching goals:

E.g. Information, advice, guidance

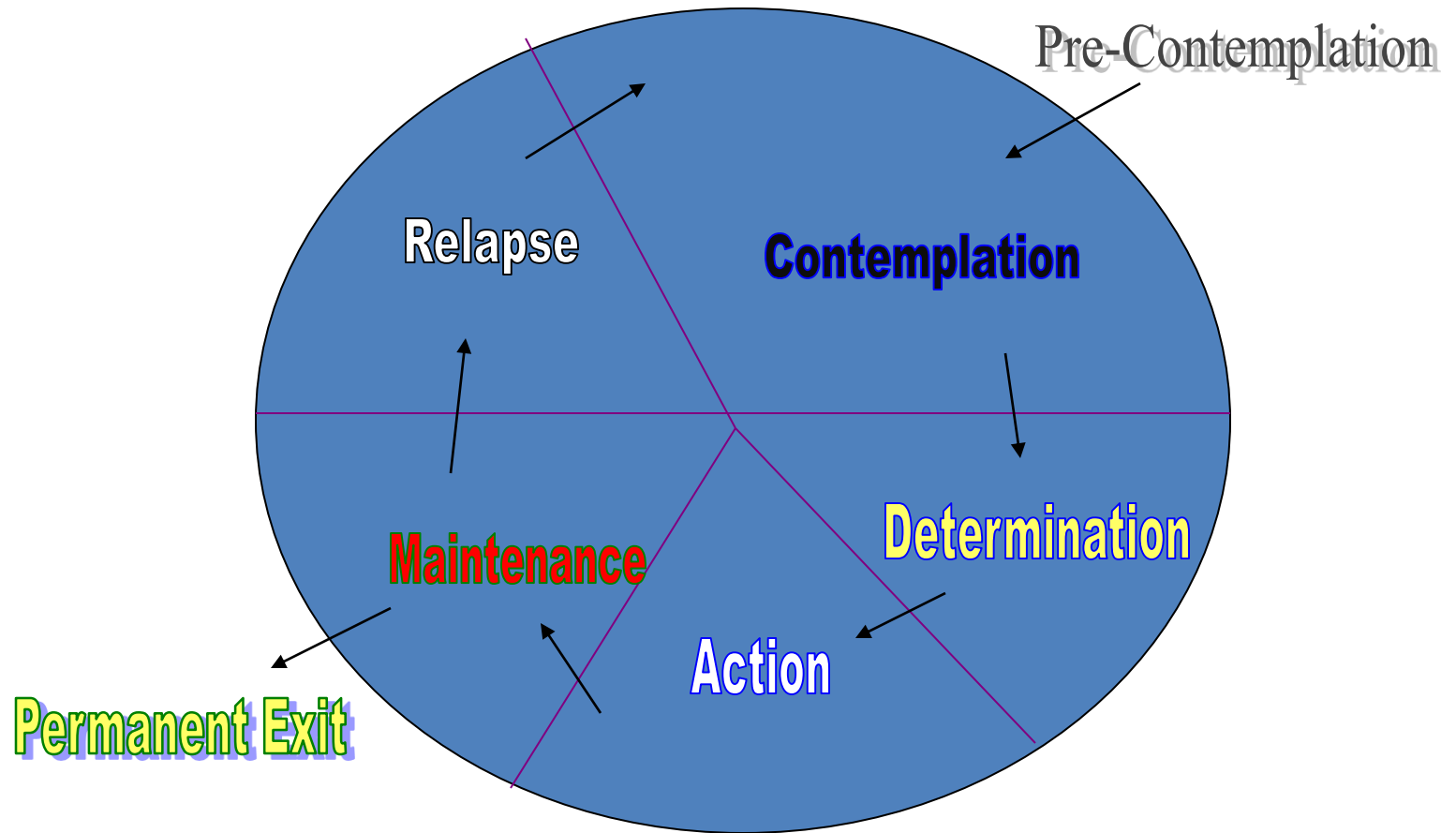
# Maintenance

- ▶ In essence this is about **staying on track** with the change plan
- ▶ Helping the individual not to lose ground if plan does not work out immediately
- ▶ E.g. maintaining morale in the face of a rejection of a job application

# Relapse

- ▶ Relapse is when an individual, having made some attempt to change “reverts back” to problematic behaviour or lifestyle
- ▶ A key task here is to provide support to try to help the student to avoid discouragement and demoralisation
- ▶ Try to renew determination to act

# Stages of Change





# Stages of change...

- *“I’m only here because I have to be... but I don’t see the point...”*
- *“I’ve got work experience coming up but there’s only two buses a day from where I live to get into town. Even if I got an offer of a place I wouldn’t be able to get there...”*
- *“I’ve got to do something about my Maths. Everyone’s telling me how important it is but I can’t understand what the teacher says half the time...”*

# Principles of Good Practice

- ▶ Express empathy
- ▶ Develop discrepancy
- ▶ Avoid Argumentation
- ▶ Roll with Resistance
- ▶ Support student in belief that they can make changes (self efficacy)

# A Model of Motivational Interviewing: Opening Strategies

- ▶ Ask Open Questions
- ▶ Listen reflectively
- ▶ Summarise
- ▶ Affirm
- ▶ Encourage self motivational statements:  
problem recognition, concern, intention to  
change and optimism for change

# Developing Self Motivation: encouraging the client to talk about change

- ▶ Asking evocative questions
- ▶ Exploring pros and cons
- ▶ Asking for elaboration
- ▶ Imagining Extremes
- ▶ Looking Forward
- ▶ Looking Back

# Moving towards Action: Transition Stage

- ▶ Make a Summary Reflection:
  - Review: concerns,
  - any reluctance,
  - incorporate self motivational statements from earlier in the interview
- ▶ Ask the “Key Question”
  - student to suggest next steps
- ▶ Follow answer with reflective listening
- ▶ Help individual identify priorities
- ▶ Negotiate plan for change

# Four Categories of student Resistance

- ▶ 1. Arguing
- ▶ 2. Interrupting
- ▶ 3. Denying
- ▶ 4. Ignoring

# Avoiding “traps” in Interviews

- ▶ Question- answer trap
- ▶ Confrontation – denial trap
- ▶ The “Expert” trap
- ▶ Labelling trap
- ▶ Premature Focus trap
- ▶ Blaming trap

# Strategies for Handling Resistance

- ▶ Simple reflection
- ▶ Amplified reflection
- ▶ Double-sided reflection
- ▶ Shifting Focus
- ▶ Reframing
- ▶ Agreement with a twist
- ▶ Emphasising personal control



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# Handling Information in Motivational Interviewing

- ▶ Step 1: Elicit from student what stage they are at
- ▶ Step 2: Provide information based on this need
- ▶ Refer to “What others have found helpful” rather than being overly directive
- ▶ Step 3: Elicit from student what they make of the information and what it means for next steps

# Handling Information: First Stage

**Elicit:** 1. Find out what the student knows already about the initiative, resource, opportunity, facility, whatever

E.g. *“You say you are interested in getting some more help with your maths. Could you tell me what you know already about what you could do?”*

Or *“Perhaps you could tell me what you know about this drug treatment programme..”*

2. Establish what student thinks they need to know. What would be helpful to him or her?

# Handling Information: Second Stage

**Inform:** Try to help fill the gaps in knowledge, based upon student's information needs. Think about being tentative rather than directive about using information.

For example, use phrases like “What some people find helpful....” Or “Probably the usual way people do this...” The objective here is to make it clear that the student has responsibility for choice.

# Handling Information: Third Stage

**Elicit:** find out what this information means for the student, and what this means for the next step.

E.g. “So what do you make of this...?” “What do you think this means your next move should be?”

Follow this with reflective listening to try and identify priorities for the next stage.